

## Professional Development and Class-Size Reduction Checklist

LEA \_\_\_\_\_ Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_ E-mail Address \_\_\_\_\_ Phone Number \_\_\_\_\_

**I=IN COMPLIANCE**

**O=OUT OF COMPLIANCE**

### DIRECTIONS

- Review LEA procedures to ensure that all of the following requirements have been met.
  - Mark **I** if the item is in compliance
  - Mark **O** if the item is out of compliance
- For items found out of compliance (**O**), complete the Cycle 2 Compliance Activities Worksheet by indicating:
  - the items out of compliance and how they will be addressed;
  - who will be responsible; and
  - the date items are brought into compliance.
- Return the following items to Ms. Bobbie Orlando, Monitoring Manager; Bin #32 at ADE by **December 1, 2005**:
  - this Professional Development Checklist;
  - the completed Cycle 2 Compliance Activities Worksheet; and
  - a description of the process used for the professional development needs assessment and the results.

### Needs Assessment

- \_\_\_\_\_ The LEA conducted an assessment of the local needs for professional development and hiring.
- \_\_\_\_\_ The needs assessment was conducted with the involvement of teachers, including Title I teachers.
- \_\_\_\_\_ The needs assessment took into account the activities that provide teachers the means, including subject matter knowledge and teaching skills, and to provide principals the instructional leadership to help teachers, to provide students the opportunity to meet the academic standards.
- \_\_\_\_\_ The needs assessment examined strategies for eliminating the achievement gap that separates low-income and minority students from other students.

### Professional Development

- \_\_\_\_\_ The LEA ensures that high-quality professional development includes activities that:
- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
  - Are an integral part of broad schoolwide and district wide educational improvement plans;
  - Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
  - Improve classroom management skills;
  - Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
  - Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
  - Are developed with extensive participation of teachers, principals, parents, and administrators.

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## Class-Size Reduction

\_\_\_\_\_ The LEA ensures that Title II-A funds used for Class-Size Reduction:

- ❑ Support the recruiting, hiring, and training of highly qualified teachers to reduce class-size, particularly in the early grades; and
- ❑ Do not exceed the FY2002 amount funded under the previous federal Class-Size Reduction program, unless justified by needs assessment documentation and an evaluation of program effectiveness.

### The LEA has records that describe:

- \_\_\_\_\_ the results of the local needs assessment;
- \_\_\_\_\_ the activities that the LEA carried out, including professional development provided to teachers and principals, and how these activities align to the state academic content standards, the student academic achievement standards, AIMS, and the curricula and programs tied to those standards, and how the activities align to needs assessment results;
- \_\_\_\_\_ the scientifically based research used to determine the activities and how the activities had a substantial, measurable, and positive impact on student academic achievement;
- \_\_\_\_\_ how *Title II, Part A* professional development activities were coordinated with professional development activities provided through other Federal, State, and local programs.;
- \_\_\_\_\_ how *Title II, Part A* funds were integrated with *Title II, Part D* funds to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
- \_\_\_\_\_ how the LEA's teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the final consolidated plan and collaborated in the activities to be undertaken;
- \_\_\_\_\_ how the LEA provided training to enable teachers to:
  - ❑ teach to the needs of students with different learning styles – particularly students with disabilities, students with special learning needs, gifted and talented students, and students with limited English proficiency;
  - ❑ improve student behavior in the classroom;
  - ❑ involve parents in their child's education; and
  - ❑ understand and use data and assessments to improve classroom practice and student learning;
- \_\_\_\_\_ how the LEA used *Title II, Part A* funds to meet the requirements of highly qualified teachers;
- \_\_\_\_\_ how the LEA targeted program funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement;
- \_\_\_\_\_ how the LEA complied with Section 9501 regarding to the participation of private school children and teachers (including identifying the professional development needs of private school teachers in district wide needs assessment);
- \_\_\_\_\_ how the LEA regularly evaluated the professional development activities and the use of funds for Class-Size Reduction funds for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality; and
- \_\_\_\_\_ how the LEA used *Title II, Part A* funds to carry out one or more of the activities listed to hire, recruit and retain highly qualified teachers, pupil services personnel\* and principals.

### **\*Pupil Services Personnel**

*[Section 9101 (36) (A)]. The term 'pupil services personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.*